

Cynllun Colegau Cymru



Canllawiau Asesu

Cynnwys

Cyflwyniad	3
Crynodeb Safonau	5
Meini Prawf Asesu Cam 1 - Llafaredd	7
Meini Prawf Asesu Cam 1 - Darllen	8
Meini Prawf Asesu Cam 1 - Ysgrifennu	9
Meini Prawf Asesu Cam 2 - Llafaredd	13
Meini Prawf Asesu Cam 2 - Darllen	14
Meini Prawf Asesu Cam 2 - Ysgrifennu	15
Meini Prawf Asesu Cam 3 - Llafaredd	21
Meini Prawf Asesu Cam 3 - Darllen	22
Meini Prawf Asesu Cam 3 - Ysgrifennu	23
Portffolio BA (Addysg) - ffurflen gynnwys	27
Portffolio TAR - ffurflen gynnwys	29
Esiampl o'r Dystysgrif	31

Content

Introduction	4
Summary of Standards	6
Step 1 - Oracy	10
Step 1 - Reading (Skills and Range)	11
Step 1 - Writing (Skills and Range)	12
Step 2 - Oracy (Skills and Range)	17
Step 2 - Reading (Skills and Range)	18
Step 2 - Writing (Skills and Range)	19
Step 3 - Oracy (Skills and Range)	24
Step 3 - Reading (Skills and Range)	25
Step 3 - Writing (Skills and Range)	26
Portfolio Content form - BA Education	27
Portfolio Content form - PGCE	29
Example of the Certificate	31

Mesur Cyrhaeddiad

Asesir bob myfyriwr o fewn eu sefydliad ac yn flynyddol, fe gymedrolir y broses yma gan gymedrolydd annibynnol a gymeradwyir gan y Grŵp Llywio.

Defnyddir fframwaith o gamau¹ (o Gam 1 i Gam 3) i fesur cyrhaeddiad hyfforddeion.

Mae camau 1-3 yn cyfateb yn fras i lefelau 1-7 y Cwricwlwm Cenedlaethol:

Cam 1 – yn cyfateb yn fras i Lefelau 1-3 y Cwricwlwm Cenedlaethol

Cam 2 – yn cyfateb yn fras i Lefelau 3-5 y CC

Cam 2 – yn cyfateb yn fras i Lefelau 5-7 y CC

Darperir awdit mynediad cychwynnol ar gyfer pob hyfforddai ac awdit pellach ar ddiwedd y cwrs, cyn dyfarnu tystysgrifau. O reidrwydd, mae'r camau'n fwy ymestynnol na Disgrifiadau Lefelau Y Cwricwlwm Cenedlaethol; yn naturiol, disgwylir i safonau ieithyddol (mamiaith neu ail iaith) athrawon cymwysedig fod yn uwch na safonau iaith eu disgyblion. Mae modd i hyfforddeion sy'n ddechreuwr pur symud o gychwyn Cam 1 i ddiwedd Cam 3, gyda'r hyblygrwydd i rai sydd eisoes wedi astudio'r Gymraeg/Cymraeg ail iaith gychwyn ar gam uwch, cyn belled â'u bod eisoes yn meddu ar brofiad/gefnidir o'r Gymraeg (yn ystod gyrfa ysgol, neu mewn modd neu fan arall, neu wedi sefyll arholiadau yn y gorffennol).

Cymedrolydd

Penodir Cymedrolydd i archwilio holl elfennau Cynllun Colegau Cymru (y Cynllun) a pharatoi adroddiad yn flynyddol. Gweithredwyd y drefn yma ers cychwyn y Cynllun yn 1988. Erbyn hyn, y Coleg Cymraeg Cenedlaethol (Y Coleg) sy'n gyfrifol am y penodiad a hynny am dair blynedd. Penodir person annibynnol sy'n meddu ar arbenigrwydd addysgu/dysgu Cymraeg ail iaith i ddysgwyr cynradd (gyda phrofiad, os oes modd o fewn HCA) i ymgymryd â'r gwaith, ymweld a chreu adroddiad, cyflwyno'r adroddiad i aelodau'r tîm a gweithio ar dasgau pellach i ddatblygu'r cynllun, yn ôl y galw:

Rôl y Cymedrolydd - yn ystod ymweliadau:

- trefnu mewn da bryd i ymweld â phob sefydliad ar amserau cyfleus
- cynnal cyfweiliadau llafar gydag amrywiaeth o hyfforddeion a ddewisir gan y tiwtoriaid
- trefnir amserlen cyfweled dros hanner diwrnod gan y Canolfannau/sefydliadau, i adlewyrchu'r amrywiaeth o grwpiau/unigolion ar wahanol lefelau o gyrrhaeddiad
- cofnodi'r safonau a'r sgiliau a arsylwir gan y cymedrolydd er mwyn trafod o fewn y sefydliad
- archwilio samplau o'r Portffolio a lunir gan bob hyfforddai dros y tair mlynedd BA neu'r flwyddyn TAR
- cwrdd ag aelodau'r tîm dysgu ymhob sefydliad a chynnal trafodaeth
- yn dilyn yr ymweliadau, paratoi a chyflwyno Adroddiad Blynnyddol y Cymedrolydd yn ystod cyfarfod blynnyddol Cynllun Colegau Cymru

Bwriad y broses yma yw sicrhau cysondeb darpariaeth rhwng y canolfannau/sefydliadau a sicrhau ansawdd y cwrs a gyflwynir

Y Portffolio²

Disgwylir i bob hyfforddai gynhyrchu portffolio ar gyfer pob blwyddyn astudio; bydd yn cynnwys tystiolaeth o amrywiaeth o asesiadau ysgrifenedig, darllen a llafar. O fewn pob portffolio, bydd hefyd dystiolaeth o fethodoleg addysgu ail iaith (cyfeirysddiaeth at a chofnod o weithgareddau Profiad Ysgol).

Tystysgrifau³

Yn dilyn y broses Cymedroli, bydd y canolfannau yn trosglwyddo lefelau cyrhaeddiad yr hyfforddeion i'r Coleg. Bydd y Coleg yn darparu Tystysgrif ar gyfer pob hyfforddai yn nodi'r lefel priodol.

1 Gweler y Crynodeb o Safonau (Tud 5)

2 Gweler ffurflenni Portffolios (Tud 27-30)

3 Esiampl o Dystysgrif (Tud 31)

Measuring Achievement

Each trainee is assessed within their Centre for Teacher Education and Training (Centre) and this process is annually moderated by an independent moderator that has been formally approved by the Steering Group.

A Step framework¹ (from Step 1 to Step 3) is used to measure trainees' achievements.

Steps 1 -3 are roughly equivalent to levels 1-7 of the National Curriculum:

Step 1 – roughly equivalent to levels 1-3 of the National Curriculum

Step 2 – roughly equivalent to levels 1-3 of the National Curriculum

Step 3 – roughly equivalent to levels 1-3 of the National Curriculum

An Initial Entry Audit is completed at each centre for each trainee and an additional audit is completed at the end of the course before certificates are awarded. The Steps are naturally more challenging than the levels of the National Curriculum as the language skills (first or second language) of a qualified teacher would be expected to be higher than that of their pupils. Trainees that are complete beginners can move from the beginning of Step 1 to the end of Step 3, however the framework allows for trainees that have previously studied Welsh/Welsh second language or have completed examinations in the past to begin at a higher Step.

Moderator

A moderator is appointed to examine all elements of the Scheme and to prepare an Annual Report.

This procedure has been in effect since the Scheme began in 1988. For the next three years the Coleg Cymraeg Cenedlaethol (the Coleg) has agreed to be responsible for this appointment. An independent person is appointed who has expertise in teaching / learning Welsh second language at a primary school level (and if possible, with experience of within HCA) to undertake the work; to visit and create a report, to present the report to the Steering Group and occasionally work on tasks to further develop the Scheme.

Role of the Moderator - during visits :

- arrange in good time to visit each institution at convenient times
- conduct oral interviews with a variety of trainees selected by the tutors
- moderator timetables are scheduled for half-days by each institution/centre, to reflect the range of groups/individuals at different achievement levels.
- record the skills and standards observed by the moderator to discuss within the organization
- examine samples of Portfolios produced by BA trainees over three years and TAR trainees over one year
- meet the teaching team at each organization to conduct a discussion
- following the visits, prepare and present the Annual Moderator Report at the Cynllun Colegau Cymru annual meeting

This process should ensure consistency between institutions/centres and ensure the quality of the course offered by each.

The Portfolio²

For each year of study, each trainee is expected to produce a portfolio that will include evidence of a variety of written, reading and oral assessments. Within each portfolio there will also be evidence (for each year) of second language teaching methodology. The required content of these portfolios can be seen on pages 27-30 of this document.

Certificates³

Following the moderation process, each centre will submit trainee levels of achievement to the Coleg. The Coleg will prepare a certificate for each trainee noting the appropriate level.

1 Detailed breakdown of Steps on Summary of Standards (Page 6)
2 Required content of Portfolios on Portfolio Forms (Pages 27-30)
3 Example of a Cynllun Colegau Certificate (Page 31)



Cynllun
Colegau
Cymru

Crynodeb o Safonau



Coleg
Cymraeg
Cenedlaethol

Nodweddion

Mae'r hyfforddai'n medru:

Cam 1*	Cam 1**	Cam 1***
- Cyfarch a deall cyfarwyddiadau, e.e. chwarae gêm, ymateb i gwestiynau syml - Cyflwyno manylion personol a dangos meddiant o eirfa sylfaenol gydag ynganiad boddhaol - Darllen testun cyfarwydd syml yn foddhaol, e.e. cyfarwyddiadau gêm wedi eu gosod mewn cymalau syml, ac ymateb i'r cynnwys - Cyflwyno gwybodaeth ysgrifenedig sylfaenol mewn fframwaith, e.e. arddangos gwybodaeth o gynnwys llyfr mewn atebion un gair neu gwestiwn aml ddewis	- Ynganu'n glir wrth sgwrsio am fanylion personol - Amrywio rywfaint ar batrymau brawddegol - Mynegi barn sylfaenol a deall gorchmynion - Darllen testun syml i blant ar goedd yn eithaf hyderus - Ysgrifennu mewn cymalau a brawddegau syml o fewn fframwaith	- Ymestyn ymatebion yn fwy hyderus, egluro'n ddealladwy, mynegi barn, cyflwyno gwybodaeth personol am y teulu a'r cartref, trafod themâu - Arddangos sgiliau darllen ar goedd a gwybodaeth am destunau cyfarwydd ar gyfer disgyblion - Ysgrifennu'n ehangach gyda chymorth fframwaith a mynegi barn yn ysgrifenedig
Cam 2*	Cam 2**	Cam 2***
- Ynganu'n eglur ac yn eithaf hyderus gan ddangos amrywiaeth yn y brawddeg - Ymestyn ymateb wrth drafod manylion personol a chyfarwydd gan amrywio'r defnydd o'r ferf 'bod' a defnyddio'r gorffennol yn weddol rhwydd - Darllen yn effeithiol ar goedd gan drafod testun, adnabod prif bwyntiau'r cynnwys a mynegi barn - Cyfleu gwybodaeth ysgrifenedig yn eglur a boddhaol	- Deall ac ymateb i gwestiynau'n hyderus, datblygu syniadau ac amrywio ffurf y ferf; defnyddio'r dyfodol i ddatgan dyhead ac ymateb i gyfarwyddiadau mwy cymhleth - Darllen testun ar goedd yn hyderus ac ystyrlon, trafod y cynnwys yn ddeallus - Cwblhau tasg ysgrifenedig i fynegi barn a chyflwyno gwybodaeth; dangos ymwybyddiaeth o gywirdeb ac atalnodi	- Siarad ac ymateb yn glir a hyderus, arddangos defnydd naturiol o ffurfiau berfol a gafael ar gystrawen idiomatig wrth gychwyn sgwrsio, gallu ehangu'r drafodaeth - Darllen yn ystyrlon ar goedd ac arddangos gallu i drafod cynnwys y testun a mynegi barn - Ysgrifennu'n gywir gan ddewis geirfa'n ofalus gydag amrywiaeth dda yn y brawddeg a'r gystrawen
Cam 3*	Cam 3**	Cam 3***
- Siarad yn naturiol ac ymateb yn hyderus i gwestiynau gan ehangu ar fanylion personol a phrofiadau a gafwyd yn yr ysgol yn rhwydd a chywir ar y cyfan - Darllen testun ar goedd yn hollol hyderus, trafod cynnwys a chyfeirio at dermau yn ddeallus - Ysgrifennu'n gywir ar y cyfan wrth fynegi barn neu ddisgrifio, gan ddangos dealltwriaeth dda o gywair a chywirdeb boddhaol wrth ddefnyddio cystawen a gramadeg, ynghyd â dangos gallu i drosglwyddo'r sgiliau i ddysgwyr ifanc	- Siarad yn naturiol, hyderus a chywir, ateb a holi cwestiynau, ehangu sgwrs, gwrandao, trafod ac ymateb i safbwynt, ystyried a chynnig rhesymau dros safbwynt - Dangos y gallu i gyfleu ymateb ar lafar i'r testun dan sylw, egluro a chymharu â thestunau eraill - Ysgrifennu'n ymestynol gan arddangos gwybodaeth dda o gywirdeb, rheolau gramadeg a'r awydd i drosglwyddo hynny i ddisgyblion sy'n ddysgwyr	- Siarad yn naturiol, hyderus a chywir, gallu ehangu trafodaeth, arddangos gwybodaeth o gywair, cyfleu safbwynt, disgrifio'n fedrus, cymharu, defnyddio geirfa eang gydag ystod o briod-ddulliau - Darllen ar goedd yn naturiol ac eglur, cyfleu gwybodaeth a mynegi barn, dadansoddi'n effeithiol - Ysgrifennu'n fedrus a chywir gan arddangos gwybodaeth dda iawn o reolau gramadeg, atalnodi ac arddangos brwdfrydedd a fydd yn ysgogi disgyblion i siarad, darllen ac ysgrifennu'n fyrlymus yn y Gymraeg yn y dosbarth



Summary of Standards

Features

The trainee is able to:

Step 1*	Step 1**	Step 1***
- Greet and understand simple instructions, i.e play a game, respond to simple questions - Present personal details and demonstrate basic vocabulary with satisfactory pronunciation - Read familiar texts and respond to the content of a simple reading - Present written information within a framework, e.g. a list, form, greetings card	- Pronounce clearly when discussing personal details, varying sentence structure - Express opinions and understand basic commands - Read various texts for pupils with confidence - Write simple sentences within a framework	- Confidently extend responses, offer coherent explanations, express opinions, present personal information about the family and home, discuss themes - Read aloud and understand materials intended for pupils - Write a wider range of material with the aid of a framework and express opinions in writing
Step 2*	Step 2**	Step 2***
- Pronounce clearly and relatively confidently using a varied range of sentence patterns - Extend responses when discussing personal details, varying the tense and person of the verb fairly easily - Effectively read aloud and discuss texts intended for children, identify main points and express an opinion - Clearly convey basic written information	- Understand and respond to questions with confidence, develop ideas, vary the form of the verb, and use the future tense to respond to increasingly complex instructions - Read texts aloud meaningfully and with confidence expressing an opinion on the content - Complete a written task to express an opinion and convey information, displaying an awareness of grammatical accuracy	- Speak and respond to questions clearly and confidently, demonstrate a natural use of verb forms and a grasp of idiomatic syntax, initiate and broaden discussions - Read aloud with meaning and confidence and demonstrate the ability to discuss and express opinion on the content - Write correctly by carefully selecting vocabulary and varying sentence patterns and syntax
Step 3*	Step 3**	Step 3***
- On the whole, accurately speak naturally and confidently in response to questions, expanding on personal details and experiences gained at school - Read aloud with complete confidence, discuss content and refer to terms with understanding - Write correctly on the whole to describe and express opinion, displaying a sound understanding of grammar and syntax and possess the ability to transfer these skills to pupils	- Speak accurately with ease showing a good grasp of syntax, ask and answer questions, extend conversations, listen to, respond and offer reasons for viewpoints - Demonstrate the ability to orally convey responses to the text in question, explain and compare texts - Write in response to a wide variety of contexts demonstrating accuracy in vocabulary and syntax	- Speak with ease, confidence and accuracy, contribute to a conversation thoughtfully and use evidence to support a perspective when expressing an opinion - Read aloud clearly and with ease, convey information and express opinions, analyze effectively - Write skillfully and correctly displaying a sound knowledge of grammar and punctuation, display an enthusiasm that will motivate pupils to speak, read and write enthusiastically in Welsh in class



CAM 1: SGILIAU

Dylai'r hyfforddeion allu cyflawni'r canlynol ar lafar, wrth ddarllen ac ysgrifennu:

Datblygu llafaredd a defnydd o'r iaith

★ cyfarch a deall cyfarwyddiadau syml

ail-adrodd a chanu i ddatblygu geirfa ac atgyfnerthu patrymau

cyfleu ystyr a dangos dealltwriaeth

cyflwyno manylion personol

ymateb i gwestiynau syml ac arddangos meddiant o eirfa sylfaenol i fynegi teimladau a sgwrsio

★★ ynganu'n glir wrth gyflwyno manylion a datblygu patrymau

defnyddio iaith briodol i holi ac ateb cwestiynau

mynegi hoffter, mynegi barn a chynnig rhesymau

dechrau defnyddio arddodiaid a gorchmynion

arddangos dealltwriaeth o amser presennol y ferf, yn enwedig y person cyntaf a'r trydydd person

dechrau adnabod ac ymateb i amser gorffennol y ferf

★★★ynganu'n glir a hyderus gan ddewis geiriau'n fwriadol a chynnig eglurhad yn ddealladwy

ymestyn ymateb yn effeithiol a llunio'r negyddol

arddangos cynnydd o ran geirfa ac amrywiaeth brawddegol wrth gyflwyno gwybodaeth, sgwrsio a mynegi barn

defnyddio amser presennol y ferf yn hollol hyderus a dechrau ymgyswrtio ag amser gorffennol y ferf a chynnig ymatebion priodol

cyd-weithio a thrafod tasgau'n eglur mewn grŵp

CAM 1 : YSTOD

Dylai'r hyfforddeion gyflawni ystod eang o dasgau llafar, darllen ac ysgrifennu e.e.

★ ymateb i'r tiwtor, ail ddweud ac ymarfer i ddysgu ynganiad, geirfa a phatrymau yn eglur a chywir

defnyddio cynnwys y matiau cymorth i ddatblygu'r iaith yn bwrpasol: *e.e. chwarae gêm syml mewn pâr/grŵp, ymarfer deialog sylfaenol a chwarae rôl, adrodd a chanu*

defnyddio ystod o adnoddau, trafod a threialu adnoddau syml i ymgryfhau dealltwriaeth a hyder *e.e. defnyddio rhestr, siart Myfi fy hun, y teulu, bwyd...*

★★ ymarfer ynganu'n glir gyda phartner neu grŵp

datblygu gwybodaeth o rigymau a chaneuon syml

ymateb i gwestiynau mewn brawddegau syml

dechrau arfer defnyddio'r ymatebion cywir i gwestiwn cadarnhaol/negyddol *e.e. ie/nage, ydw/ydy, oes/nac oes...*

mynegi hoffter, *e.e. bwyd, dillad, lliwiau, pynciau... chwarae gêm cuddio gwrthrych e.e. Ble mae Tedi? Mae o/hi ar y/ dan y/wrth y...*

chwarae rôl ar themâu eang

★★★ holi ac ateb mewn ffurfiau amrywiol a chynnig rheswm neu eglurhad: *e.e. Beth ydy dy hoff ffrwyth...? Pam wyt ti'n hoffi...? Achos... Sut mae'r tywydd heddiw? Pa wers wyt ti'n fwynhau? Dw i'n hoffi... Dw i ddim yn hoffi... Wn i ddim...*

creu deialogau, chwarae rôl yn y tŷ bach twt, y caffsi/siop... cwyno am nwyddau e.e. dydw i ddim yn hoffi'r... yma, dydy ... ddim yn bwyta... achos...

trafod mewn pâr, grŵp a chydag unigolion eraill, deall cywair sgwrs trwy wrando ar eraill yn trafod



CAM 1: SGILIAU

Darllen, deall a darllen ar goedd

- ★ gwranddo ar eraill yn darllen llenyddiaeth plant

darllen, deall ac ynganu geirfa sylfaenol o restr neu destun syml gyda chymorth y tiwtor

dyfalu ystyr a defnyddio deunydd cyfeiriol neu eiriadur i sicrhau ac atgyfnerthu dealltwriaeth

ymateb i gynnwys darlleniad syml

darllen ystod o rigymau, cerddi a chaneuon sy'n ail adrodd patrymau

darllen ystod o lyfrau plant sy'n ail adrodd ac atgyfnerthu patrymau

- ★★ darllen testunau amrywiol ar gyfer disgyblion ar y lefel hon a'u cyflwyno'n hyderus a dealladwy

cyfleu cynnwys testun i bartner neu grŵp

darllen amrywiaeth o ffynonellau print

- ★★★ darllen a deall deunyddiau ar gyfer disgyblion a holi cwestiynau pwrpasol am lyfrau

chwilio am wybodaeth a'i chyflwyno

darllen tasg bersonol ysgrifenedig i grŵp

trafod cynnwys llyfr a defnyddio'r termau cywir

darllen ar lefel bersonol a thrafod y cynnwys

CAM 1: YSTOD

- ★ defnyddio testunau addas ar gyfer disgyblion y Cyfnod Sylfaen e.e. poster, caneuon a hwiangerddi

bod yn ymwybodol o strategaethau darllen e.e.

defnyddio'r 'cliwiau' sy'n cael eu harddangos ar y wal i ddatrys anawsterau geirfaol, defnyddio'r Llawlyfr Iaith, llyfr geirfa, geiriaduron a deunyddiau cyfeiriol pwrpasol

pâr neu grŵp yn creu cwis – 5 cwestiwn syml am y testun a ddarllenwyd

addasu neu ychwanegu at gynnwys rhigymau a cherddi trwy ddisodli gair/geiriau i'w defnyddio ar gyfer themâu amrywiol e.e. *Dau gi bach yn mynd i'r coed (mynd i'r dre), Esgid newydd ar bob troed (Eisiau prynu bwyd i de...), Un bys, un bawd yn symud (un ci, un gath yn rhedeg...)*

nodir amrywiaeth ohonynt ar y matiau cymorth. Gellid ychwanegu cyfresi megis llyfrau yn y gyfres *Paent Gwlyb, Joio dan 5, Fflic a Fflac* ar gyfer y Cyfnod Sylfaen a'r gyfres *Darllen Difyr a Stori Fawr* ar gyfer CA2

- ★★ ymarfer cyflwyniadau rhwng parau ac yna cyflwyno testun, neu gynnwys y testun i grŵp i arddangos dealltwriaeth a datblygu hyder

defnyddio cylchgronau a'r amrywiaeth o ddeunydd a geir ar y we, yn ogystal â llyfrau, i sicrhau mwynhad a diddordeb

- ★★★ gweithio mewn parau i gychwyn ac yna gyda grŵp: *gwerthuso cynnwys testun ar gyfer cofnodi mewn tasg ysgrifenedig*

cynnal sesiwn holi am y cynnwys o fewn y grŵp

ymateb i lyfrau ac adnabod termau: *awdur, arlunydd, dyddiad cyhoeddi, gwasg, rhif ISBN...* mynegi barn a gwerthuso'n effeithiol



CAM 1 : SGILIAU

CAM 1 : YSTOD

Ysgrifennu ar gyfer amrywiaeth o bwrpasau

- ★ cofnodi gwybodaeth ar gyfer defnydd personol
 - casglu banc o ymadroddion a brawddegau enghreifftiol
 - labelu'n gywir
 - cyflwyno gwybodaeth am thema ar ffurf rhestr

- ★★ creu nodiadau pwrpasol yn ystod cyflwyniad y tiwtor
 - ysgrifennu i bwrpasau amrywiol
 - ysgrifennu mewn ymateb i amrywiaeth eang o symbyliadau sy'n deillio o'r themâu, y cerddi a'r caneuon a gyflwynir
 - ysgrifennu i gyflwyno gwybodaeth, i fynegi barn
 - llunio darnau byrion ffeithiol
 - llunio storïau/cerddi byrion dychmygus gan ddefnyddio fframweithiau i osod patrwm

- ★★★ talu sylw cynyddol i atalnodi a deall pwrpas a phwysigrwydd materion iaith, e.e. yr acen grom...
 - dechrau datblygu'r gallu i lunio darnau ysgrifenedig cydlynus
 - mynegi barn yn ysgrifenedig
 - gwerthuso darnau ysgrifenedig personol

- ★ creu nodiadau eglur yn ystod /ar ddiwedd gwers/darlith, creu siart neu restr ar thema addas ar gyfer disgyblion, e.e. *rhestr siopa, bwydlen, creu cerdd...*
 - llenwi ffurflen e.e. *manyllion personol*
 - ysgrifennu cerdyn cyfarch e.e. *cerdyn pen-blwydd, babi newydd, cartref newydd...*

- ★★ cofnodi pwyntiau ac enghreifftiau a ddefnyddir yn ystod sesiwn hyfforddi
 - cynhyrchu'r tasgau a osodir gan y tiwtor a'u casglu fel tystiolaeth o'r datblygiad personol a wneir dros y tymor/ y flwyddyn/ y cwrs
 - e.e. *llunio nodyn e bost, cerdyn post neu neges syml, llunio gwahoddiad neu hysbyseb, ysgrifennu cwestiwn ac ateb i'r cwestiwn, llenwi ffurflenni mwy ymestynnol ar gyfer pasbort, ymweliad â'r meddyg, holiadur, creu cyfarwyddiadau ar gyfer gêm, cofnodi camau gweithgaredd/arbrawf*
 - addasu hwangerddi a straeon syml trwy ddisodli*

- ★★★ ysgrifennu llythyr, deialog, stori syml addas i ddisgyblion
 - ysgrifennu deunydd ffeithiol ar gyfer disgyblion
 - adolygu llyfrau, rhaglenni teledu neu ffilm a wylwyd*



STEP 1: SKILLS

Trainees should be able to complete the following orally and when reading and writing:

Developing oracy and use of language

★ greet and understand simple instructions

develop vocabulary and reinforce patterns through repetition and singing

communicate meaning and demonstrate understanding

present personal details

respond to simple questions and show possession of basic vocabulary to express feelings and to converse

★★ pronounce clearly when presenting details and developing patterns

use appropriate language to ask and answer questions

express likes, express an opinion and offer reasons

begin to use prepositions and commands

show an understanding of the present tense of the verb, particularly the first and the third person

begin to recognise and respond to the past tense of the verb

★★★ pronounce clearly and confidently, choose words purposely and offer an explanation coherently

extend a response effectively and construct the negative

display progress in terms of vocabulary and variety of sentence construction when presenting information, conversing and expressing an opinion

use the present tense of the verb with complete confidence and begin to get accustomed to the past tense of the verb, responding appropriately

collaborate and discuss tasks clearly in a group

STEP 1 : RANGE

Trainees should be able to complete a wide range of oral, reading and writing tasks e.g.

★ respond to the tutor, repeat and practice to learn the pronunciation, vocabulary and patterns clearly and correctly

use content of the support mats to develop the language purposely: e.g. *playing simple games in pairs /groups, practice basic dialogue and role play, recitation and singing*

use a range of resources, discuss and test simple resources to improve understanding and confidence e.g. *using a list, the chart 'Myfi fy hun', the family, food....*

★★ practice clear pronunciation with a partner or in a group

develop a knowledge of simple rhymes and songs

respond to questions using simple sentences

begin to practice using correct responses to positive/negative questions e.g. *ie/nage, ydw/ydy, oes/nac oes...*

express likes, e.g. *food, clothes, colours, topics... playing games hiding objects e.g. Ble mae Tedi? Mae o/hi ar y/dan y/ wrth y...*

role play in a wide range of themes

★★★ ask and answer questions in different forms and offer reasons or explanations: e.g. *Beth yw dy hoff ffrwyth...? Pam wyt ti'n hoffi...? Achos... Sut mae'r tywydd heddiw? Pa wers wyt ti'n fwynhau? Dw i'n hoffi... Dw i ddim yn hoffi... Wn i ddim...*

construct dialogues, role play in the tŷ bach twt, cafe /shop... complain about goods eg. dydw i ddim yn hoffi'r... yma, dydy ... ddim yn bwyta..achos...

discuss in pairs, groups and with other individuals, understand the tone of a conversation and listen to other people's discussions



STEP 1: SKILLS

Reading, understanding and reading aloud

- ★ listen to others reading children's literature
 - read, understand and pronounce basic vocabulary from a list or simple text with the help of a tutor
 - guess, then verify meaning through use of directive material or a dictionary, to ensure and reinforce understanding
 - respond to the content of a simple reading
 - read a range of rhymes, poems and songs that repeat patterns
 - read a range of children's books which demonstrate repetition and reinforce patterns

- ★★ read various texts for pupils at this level and introduce them confidently and coherently
 - communicate the content of a text to a partner or a group
 - read a variety of printed sources

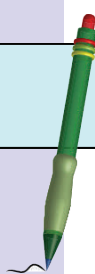
- ★★★ read and understand materials intended for pupils and ask purposeful questions about books
 - seek and present information
 - read a written personal task to a group
 - discuss the content of a book and use the correct terminology
 - read on a personal level and discuss text content

STEP 1: RANGE

- ★ use suitable texts for pupils in the Foundation Phase, posters, songs and nursery rhymes
 - be aware of reading strategies *e.g. use the 'clues' that are displayed on the wall to solve problems relating to vocabulary, use the Language Handbook, vocabulary book, dictionaries and suitable reference materials*
 - design a quiz in pairs or in groups – 5 simple questions on text content
 - modify or add to the content of rhymes and poems by replacing a word/words to be used for various themes *e.g. Dau gi bach yn mynd i'r coed (mynd i'r dre), Esgid newydd ar bob troed (Eisiau prynu bwyd i de..), Un bys, un bawd yn symud (un ci, un gath yn rhedeg...)*
 - a range of these are identified on the support mats. Other series may be included: *e.g. books in the series Paent Gwlyb, Joio dan 5, Fflic a Fflac* for the Foundation Phase and the series *Darllen Difyr and Stori Fawr* for KS2

- ★★ practice presentations in pairs and later introduce a text or content of a text to show understanding and develop confidence
 - use magazines and the variety of materials available on the web, as well as books, to ensure enjoyment and interest

- ★★★ work in pairs, then with a group: *evaluating the content of a text to be recorded in a written task*
 - conduct a questioning session regarding content within the group
 - respond to books and recognise terminology: *awdur, arlunydd, dyddiad cyhoeddi, gwasg, rhif ISBN...* express an opinion and evaluate effectively



STEP 1 : SKILLS

Writing for a variety of purposes

- ★ record information for personal use
 - collect a bank of exemplary phrases and sentences
 - label correctly
 - present information on a theme in the form of a list

- ★★ construct purposeful notes during the tutor's presentation
 - write for a variety of purposes
 - write in response to a wide variety of stimuli which arise from the introduction of themes, poems and songs
 - write in order to present information, express an opinion
 - construct short factual pieces
 - construct short imaginary stories/poems using frameworks to set a pattern

- ★★★ pay increasing attention to punctuation and understand the purpose and the importance of language matters e.g. the circumflex...
 - begin to develop the ability to construct co-ordinated pieces of writing
 - express an opinion in writing
 - evaluate personal pieces of writing

STEP 1 : RANGE

- ★ take clear notes during/at the end of a lesson/lecture, construct a chart or list on a suitable theme for pupils e.g. *shopping lists, menu, construct a poem...*
 - form filling e.g. *personal details*
 - write a greeting card e.e. *birthday card, new baby, new home...*

- ★★ record points and examples used during a training session
 - complete the tutor's set tasks and collect them as evidence of personal development achieved during the term/year/course
 - e.g. *construct an e-mail message, postcard or simple message, construct an invitation or an advertisement, write a question and an answer to the question, complete more detailed forms for a passport, a visit to the doctor, questionnaire, create instructions for a game, record the steps of an activity/experiment*
 - modify simple nursery rhymes and stories by replacing words*

- ★★★ write a letter, dialogue, simple story suitable for pupils
 - write factual materials for pupils*
 - review books, programmes or a film watched*



CAM 2: SGILIAU

Dylai'r hyfforddeion allu cyflawni'r canlynol ar lafar, wrth ddarllen ac ysgrifennu:

Datblygu llafaredd a defnydd o'r iaith

★ ynganu'n glir a dewis geiriau'n fwriadol; arddangos cynnydd geirfaol

ymarfer a defnyddio'r eirfa a'r patrymau a gyflwynir ar y matiau cymorth ac yn ystod sesiynau

defnyddio ystod gynyddol o ymadroddion, brawddegau a chwestiynau

ymestyn ymateb a mynegi barn yn effeithiol wrth gynnal sgwrs a holi manylion

amrywio amser, person y ferf 'bod' a'r gorffennol cryno yn weddol rhwydd

★★ deall geirfa berthnasol i'r ystod ehangach o feysydd a'r themâu a gyflwynir yn gyffredinol ac ar gyfer y dosbarth/profiad mewn ysgol

arbrofi ac ymateb trwy ddefnyddio ac amrywio ffurfiau berfol ac ymarfer defnyddio'r dyfodol i fynegi dyhead wrth ateb cwestiynau a chwarae rôl

cyflwyno ac ymateb i gyfarwyddiadau ac ehangu'r defnydd o arddodiaid, ansoddeiriau ac adferfau

datblygu ymwybyddiaeth a mwynhau defnyddio amrywiadau tafodieithol

★★★ cychwyn sgwrs, datblygu syniadau ac ymateb i osodiadau gan amrywio cywair yn ôl y gofyn

cymryd rhan mewn cyflwyniadau ar themâu amrywiol gan siarad yn glir a chywir

datblygu gafeael ar gystrawennau idiomatig

defnyddio amrywiaeth o ffurfiau berfol yn hyderus wrth sgwrsio a thrafod

parhau i adrodd cerddi a chanu caneuon sy'n cynnig amrywiaeth o batrymau ac idiomaau

CAM 2: YSTOD

Dylai'r hyfforddeion allu cyflawni ystod eang o dasgau llafar, darllen ac ysgrifennu e.e.

★ cyfleu gwybodaeth ffeithiol syml, e.e. *cyfleu manylion personol a holi am fanylion ffrind, trafod tywydd ddoe a heddiw a chyflwyno adroddiad am y tywydd.*

Defnyddio fframweithiau'r matiau cymorth i amrywio testun, datblygu hyder a chywirdeb

creu a defnyddio gemau bwrdd a gemau dosbarth i ymarfer geirfa, ateb cwestiynau... e.e. *Es i'r siop ddillad ac fe brynais... Beth brynaist ti? trafod a chymharu, mynegi hoffter... e.e. Dw i'n hoffi siopa yn...achos bod... Ble wyt ti'n siopa? Pam? Mae Duffy/Rhys Ifans... yn hoffi siopa yn/mewn...*

★★ ehangu'r eirfa trwy ymarfer y themâu a chreu cyfleoedd i chwarae rôl, perfformio gyda phypedau, actio e.e. *prynu a gwerthu i ymarfer trin arian, disgrifio lliw, cymharu maint a siâp. Trafod bwyd, dewis o fwydlen, achlysur arbennig, dathliad fel parti pen-blwydd, cinio Nadolig ...*

trafod aelodau'r teulu a digwyddiadau, e.e. *ymweliad/gwyliau: Es i a... i..., gwelon ni...roedd hi'n gynnes/boeth iawn ar y...*

gwylio/gwranddo ar raglenni sy'n defnyddio cymeriadau gydag amrywiaeth o acenion a thafodiaith, trafod ac efelychu'r sgwrsio; gwylio cystadlaethau i ddysgwyr Eisteddfod yr Urdd

★★★ cynnal cyfweliad neu sgwrs gyda phartner ac ymarfer dulliau llafar cywir e.e. *sgwrs gyda ffrind, siarad â pherson hŷn, fel y pennaeth neu ymwelydd, siarad ar y ffôn... (defnyddio ti/chi...) Cynnig sefyllfaoedd amrywiol a phatrymau/idiomaau i'w defnyddio yn ystod y sgwrs*

llunio deialogau, ymateb i sefyllfa, cyflwyno gwybodaeth, mynegi barn ayb e.e. *Pwy ydy'r... Be wyt ti'n feddwl oedd...sut bydd y stori'n cloi?*

dechrau llunio gwersi o fewn fframwaith, ar themâu amrywiol er mwyn datblygu sgiliau llafar a darllen disgyblion yn ystod cyfnodau profiad ysgol



Cam 2 : SGILIAU

Darllen, deall a darllen ar goedd

- ★ darllen ystod eang o lyfrau a chylchgronau ar gyfer disgyblion Cyfnod Sylfaen a CA 2

dewis a darllen llyfrau yn annibynnol ac yn wirfoddol i ehangu gwybodaeth

trafod cynnwys testun yn syml gan ddefnyddio cyd-destun i ganfod ystyr a deall y prif syniadau

darllen testun ar goedd yn hyderus ac ystyrlon, gyda mynegiant priodol

- ★★ cyflwyno tasg ddarllen bersonol i grŵp neu ddosbarth mewn ysgol

darllen deunydd ar lefel bersonol a mynegi barn ar y cynnwys, darllen/trafod gwaith hyfforddeion

dwyn cynnwys darlleniad i gof trwy ailddarllen a chyfleu'r prif syniadau i eraill

defnyddio cyd-destun i ganfod ystyr gan gadw cynnwys y darn cyfan mewn cof

- ★★★ chwilio am eiriau sy'n odli/edrych yn debyg

chwilio am wybodaeth mewn ystod eang o lyfrau, dogfennau ac ar y we

parhau i ddatblygu sgiliau darllen personol trwy ddarllen gwirfoddol cyson

dwyn i gof yr hyn a ddarllenir er mwyn trafod gyda disgyblion a chymheiriaid

defnyddio termau technegol i ymdrin â thestun ac ar gyfer pwrpasau trafod, mynegi barn a chofnodi

CAM 2 : YSTOD

- ★ cofnodi'r deunydd darllen ar gyfer disgyblion a chreu nodiadau gwerthuso ynghyd â rhestr o syniadau ar gyfer gwersi yn y dosbarth

cadw log personol o'r deunydd a ddarllenir fel tystiolaeth o gynnydd

trafod amrywiaeth o destunau gyda phartner/grŵp, chwilio am wybodaeth bellach ar y we, holi ac ateb, darllen pythau i ymgryfhau syniadau, gwranddo ar eraill yn cyfrannu a chyfleu'r cynnwys neu ganlyniadau'r drafodaeth ar ffurf pwyntiau bwled, nodiadau, ar siart, mewn cyflwyniad, adroddiad neu ddeialog

- ★★ creu deunyddiau i ddatblygu sgiliau darllen disgyblion, defnyddio adnoddau cyfrifiadu'r bwrdd gwyn rhyngweithiol i gyflwyno i'r dosbarth

gwranddo, trafod a chofnodi syniadau hyfforddeion neu ddisgyblion yn y dosbarth am destunau a ddarllenwyd yn annibynnol

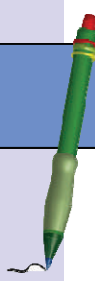
creu tasgau sy'n canolbwyntio ar ddatblygu dealltwriaeth o brif syniadau testun: *y prif gymeriadau mewn stori, gosod y digwyddiadau mewn trefn, edrych hefyd ar eiriau newydd, dyfalu a gwirio yr ystyr trwy eiriadu'r ayb*

- ★★★ creu casgliad o eiriau sy'n swinio yn debyg trwy ddarllen cerddi a barddoniaeth a dysgu termau *e.e. odli, cwpled... ayb*

dechrau creu gwersi o fewn fframwaith sy'n canolbwyntio ar ddarllen, i gywain gwybodaeth am agweddau penodol testun a ddarllenir yn y dosbarth

cynnal cwis grŵp/dosbarth, *gwahaniaethu gydag atebion aml ddewis neu giwiau darllen neu gyda'r testun ar gael i gyfeirio ato, yn ôl y gofyn*

sicrhau bod cyfleoedd cyson i ymarfer termau ac adolygu llyfrau *e.e. awdur, cynllun, clawr, dylunio, broliant, deialog, disgrifiad...*



CAM 2 : SGILIAU

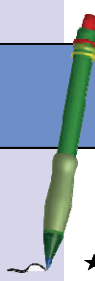
CAM 2 : YSTOD

Ysgrifennu ar gyfer amrywiaeth o bwrpasau

- ★ casglu a chofnodi geirfa ac ymadroddion addas ar gyfer amrywiaeth o themâu
 - defnyddio cynnwys enghreifftiol y matiau cymorth a deunyddiau priodol fel fframweithiau cyfeiriol
 - dechrau cyflawni tasgau ysgrifenedig yn annibynnol i gyfleu gwybodaeth ffeithiol, dychmygol a phersonol ar gyfer darllenwyr
 - cynllunio tasgau ysgrifennu ar gyfer disgyblion gan greu enghreifftiau gwahaniaethol gyda chymorth partner ysgrifennu, grŵp o gymheiriaid neu gyda'r tiwtor
 - dangos ymwybyddiaeth o'r darlennydd a dewis ffurfiau addas ar gyfer y gwaith ysgrifenedig a gyflwynir
 - dethol geiriau ac ymadroddion yn ofalus
 - talw sylw i gywirdeb sillafu a phrawf ddarllen i sicrhau cywirdeb
- ★★ chwilota mewn geiriaduron, odliadur a chyfrolau barddoniaeth am eiriau sy'n swnio neu'n edrych yn debyg i'w gilydd, eu cofnodi ac egluro ystyr
 - cynllunio'n effeithiol, amrywio patrymau ac arbrofi gyda ffurfiau amrywiol
 - ysgrifennu darnau cofnodol a gwreiddiol a dangos gafael ar ffurf a dilyniant
 - ysgrifennu i fynegi barn, cyflwyno safbwynt a chefnogi hynny gyda rhesymau
 - cynllunio camau gwersi ail iaith o fewn y fframwaith a ddefnyddir ar brofiad ysgol
 - bod yn ymwybodol o gywirdeb sillafu ac atalnodi
 - ail ddrafftio a gwella'r gwaith gydag arweiniad a chymorth y tiwtor

- ★ creu poster, hysbysebion a deunyddiau addas ar gyfer arddangos yn y dosbarth, cyfeirio at lyfrau a fframweithiau'r matiau cymorth i adeiladu banc o adnoddau personol ar themâu amrywiol
 - ysgrifennu ac ymateb i dasgau a osodir yn y dosbarth e.e. *neges, gwahoddiad, deialog, llythyr, dyddiadur, hysbyseb am ddisgo, adroddiad gêm rygbi, gwyliau, ffilm, stori sribed, llyfr stori, disgrifio llun neu fan arbennig, llunio deunyddiau ar y cyfrifiadur, cofnodi camau arbrawf syml...*
 - cynllunio ar gyfer disgyblion gan dalw sylw i wahaniaethu e.e. *cofnodi digwyddiadau mewn stori (a) mewn camau, (b) mewn cymalau (c) mewn brawddegau llawn*
 - darllen a dadansoddi cynnwys ffurfiau ysgrifenedig er mwyn datblygu ysgrifennu personol a chadw cofnod o enghreifftiau defnyddiol
 - ystyried samplau ysgrifenedig disgyblion, adnabod gwallau a chynnig sylwadau

- ★★ defnyddio fframweithiau i greu cerddi syml, adolygu technegau disodli i ddatblygu hyder a chreu yn annibynnol
 - casglu enghreifftiau o eiriau sy'n edrych/swnio'n debyg, egluro'r ystyr a'u cyflwyno ar ffurf addas i ddisgyblion e.e. *siart i'r wal gyda rhestr geirfa ac eglurhad: pwrpas acen grom i ymestyn hyd sain llafariad – gem/gêm, man/mân, mor/môr, tan/tân a bod newid un llythyren yn creu ystyr gwahanol sudd/sydd, tu/tŷ...*
 - creu gwersi ail iaith ar themâu penodol gan ddefnyddio fframweithiau'r matiau cymorth ac enghreifftiau eraill fel adnoddau*
 - cynnal cwis sillafu sydyn gyda phartner, grŵp neu ddosbarth*
 - ymarfer cofnodi sylwadau a datblygu hyder wrth gywiro gwaith ysgrifenedig



★★★ dethol geiriau ac ymadroddion, amrywio brawddegau a chystawennau, trafod y gwaith gyda phartner

ysgrifennu'n ffeithiol/ dychmygol ar gyfer disgyblion yn ôl y gofyn ar gyfer y dasg/aseiniad a osodir

magu hyder wrth gynllunio ac ysgrifennu gwersi ar gyfer disgyblion a datblygu'r cynnydd ar gyfer profiadau ar lawr y dosbarth yn ôl gofynion penodol profiad yn yr ysgol

talw sylw i gywirdeb iaith ac atalnodi, adolygu a gwella'r ansawdd trwy ail ddrafftio i gyflwyno aseiniadau safonol

★★★ dechrau datblygu portffolio ehangach o nodiadau a gwaith ysgrifennu ar gyfer plant ac oedolion

gweithio'n fwy annibynnol a chynllunio gwersi ail iaith addas ar gyfer profiad ysgol

dechrau gwerthuso ar lefel bersonol a dwyn i gof sylwadau addas i hyrwyddo'r broses

datblygu sgiliau marcio a chywiro gwaith ysgrifenedig disgyblion ac ymateb gyda sylwadau ac awgrymiadau ar gyfer gwelliant

paratoi gweithgareddau addas ar gyfer disgyblion fydd yn ddefnyddiol yn yr ystafell ddosbarth

**STEP 2: SKILLS**

Trainees should be able to achieve the following orally and when reading and writing:

Developing oracy and use of language

- ★ pronounce clearly and choose words deliberately; show progress in terms of vocabulary
- practice and use the vocabulary and patterns introduced on the support mats and during the sessions
- use an increasing range of phrases, sentences and questions
- extend responses and express an opinion effectively when conversing and asking details
- vary the tense, person of the verb 'to be' and the concise form of the past tense fairly easily
- ★★ understand the vocabulary which is relevant to the wider range of areas and themes that are introduced generally and for class/experience in a school
- experiment and respond by using and varying the tense of the verb & future tense to express an aspiration when answering questions and during role play
- introduce and respond to instructions and extend the use of prepositions, adjectives and adverbs
- develop an awareness of dialectal variations and enjoy using these
- ★★★ begin a conversation, develop ideas and respond to statements whilst varying the tone according to the need
- take part in presentations on various themes, speaking clearly and correctly
- develop a grasp of idiomatic syntax
- use a variety of verb forms confidently in conversation and during discussions
- continue to recite and sing songs which offer a range of patterns and idioms

STEP 2: RANGE

The trainees should be able to achieve a range of oral, reading and writing tasks e.g.

- ★ communicate simple, factual information, e.g. *communicate personal details and asking for a friend's details, discuss the weather yesterday and today and present a report on the weather.*
- Use the framework of the support mats to vary the text, develop confidence and accuracy
- create and use board games and classroom games to practice vocabulary, answer questions... e.g. *Es i'r siop ddillad ac fe brynais... Beth brynaist ti? discuss and compare, express likes... e.g. Dw i'n hoffi siopa yn...achos bod... Ble wyt ti'n siopa? Pam? Mae Duffy/Rhys Ifans... yn hoffi siopa yn/mewn...*
- ★★ extend the vocabulary by practicing the themes and creating opportunities for role play, perform with puppets, act e.g. *buying and selling in order to practice handling money, describing colour, comparing size and shape. Discussing food, choosing from a menu, special occasion, a celebration for example, birthday party, Christmas dinner ...*
- discuss members of the family and events, e.g. *a visit/holidays: Es i a... i..., gwelon ni...roedd hi'n gynnes/boeth iawn ar y...*
- watching/listening to programmes that use characters with a variety of accents and dialects, discuss and emulate the conversation; watch competitions for learners at the Urdd Eisteddfod*
- ★★★ conduct an interview or conversation with a partner using appropriate tone e.g. *conversation with a friend, speaking to an older person, such as a headteacher or a visitor, speaking on the telephone...(using ti/chi...)Suggest various situations and patterns/idioms to be used during the conversation*
- construct dialogues, responses to a situation, present information, express an opinion etc e.g. *Pwy ydy'r... Beth wyt ti'n feddwl oedd...sut bydd y stori'n cloi?*
- begin constructing lessons within a framework, on various themes in order to develop pupils' oral and reading skills during periods of school experience



STEP 2 : SKILLS

Reading, understanding and reading aloud

- ★ read a wide range of books and magazines intended for Foundation Phase and KS 2 pupils
 - choose and read books independently and voluntarily to extend knowledge
 - discuss the content of a text in a simple manner using the context to discover meaning and to understand the main ideas
 - read text aloud confidently and meaningfully, with appropriate expression

- ★★ introduce a personal reading task to a group or a class in school
 - read material on a personal level and express an opinion on the content, read/discuss the work of trainees
 - remember the content of a reading by re-reading and communicating the main ideas to others
 - use the context to discover the meaning, keeping the whole piece in mind

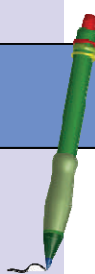
- ★★★ search for words which rhyme/look similar
 - search for information in a wide range of books, documents and on the web
 - continue to develop personal reading skills by reading voluntarily constantly
 - remember what has been read in order to discuss with pupils and peers
 - use technical terms when dealing with a theme, for discussion purposes, expressing an opinion and recording

STEP 2 : RANGE

- ★ record reading materials for pupils, make evaluation notes along with a list of ideas for lessons in class
 - keep a personal log of the materials read as evidence of progress
 - discuss a range of topics with a partner/in a group, look for further information on the web, ask and answer questions, read small sections to reinforce ideas, listen to others make a contribution and communicate content or outcomes of the discussion in the form of bullet points, notes, on a chart, in presentations, in a report or dialogue

- ★★ construct materials to develop pupils' reading skills, use computer resources and the interactive white board to present to the class
 - listen, discuss and record the ideas of trainees or pupils regarding texts which were read independently
 - construct tasks that concentrate on developing an understanding of the main themes of a text: *the main characters in a story, put the events in order, look also at new words, guessing and checking the meaning in a dictionary etc*

- ★★★ create a collection of words which sound alike by reading poems and poetry and learning terminology *e.g. odli, cwpled... etc*
 - begin constructing lessons within a framework which concentrates on reading, to collect information on specific aspects of the text read in class
 - have a group/class quiz, *differentiating with multiple choice answers or reading clues or making the text available for reference, according to the need*
 - making sure that there are regular opportunities to practice terminology and review books *e.g. author, plan, cover, design, blurb, dialogue, description...*



STEP 2 : SKILLS

Writing for a range of purposes

- ★ collect and record suitable vocabulary and phrases a variety of themes
- use the exemplary content of the support mats and appropriate materials as reference frameworks
- begin completing written tasks independently to communicate factual, imaginary and personal information for readers
- construct written tasks for pupils by creating differentiated examples with the help of a writing partner, a group of peers or with the tutor
- show an awareness of the reader and choose suitable forms for the written work to be presented
- select words and phrases carefully
- pay attention to spelling and proof-reading to ensure accuracy

- ★★ Search dictionaries and volumes of poetry for words which sound or look alike, record and explain their meaning
- plan effectively, vary patterns and experiment with various forms
- write reports and original pieces to show a grasp of form and progression
- write to express an opinion, present a perspective, supporting standpoints with reasons
- plan the steps for a second language lesson within the framework used on school experience
- be aware of accuracy of spelling and punctuation
- re-draft and improve work with the guidance and help of a tutor

STEP 2 : RANGE

- ★ construct a poster, advertisements and materials suitable for displaying in class, refer to books and the frameworks of the support mats to develop a bank of personal resources on various themes
- write and respond to tasks which are set in class e.g. *message, invitation, dialogue, letter, diary, advertisement for a disco, report on a rugby match, holidays, film, a story board, story book, describing a picture or a special place, constructing materials on the computer, recording the steps of a simple experiment...*
- plan for pupils by paying attention to differentiation e.g. *recording events in a story (a) in steps, (b) in clauses (c) in complete sentences*
- read and interpret the content of written forms in order to develop personal writing and keep a record of useful examples
- consider samples of pupils' written work, recognise errors and offer comments

- ★★ use frameworks to construct simple poems, review the techniques of substitution to develop confidence and construct independently
- collect examples of words that look/sound similar, explain their meanings and present them in a suitable way for pupils e.g. *a chart for the wall with a list of words and an explanation: the purpose of the circumflex to extend the sound of a vowel – gem/gêm, man/mân, mor/môr, tan/tân and that changing one letter creates a different meaning sudd/sydd, tu/tû...*
- construct second language lessons on themes using the frameworks of the support mats and other examples as a resource*
- conduct a quick spelling quiz with a partner, in a group or in class*
- practice recording comments and develop confidence when correcting written work



★★★ select words and phrases, vary sentence construction and syntax, discuss the work with a partner

write in a factual/ imaginative manner for pupils according to the task/assignment set

develop confidence by planning and writing lessons for pupils, developing progression for classroom experiences according to the specific needs of school experience

pay attention to accuracy of language and punctuation, review and improve quality by re-drafting to present creditable assignments

★★★ begin developing a wider portfolio of notes and written work for children and adults

work more independently and plan suitable second language lessons for school experience

begin evaluating on a personal level and remember suitable comments to promote the process

develop marking skills and correct pupils' written work and respond with comments and suggestions for improvement

prepare activities which are suitable for pupils and which will be useful in the classroom



CAM 3: SGILIAU

Dylai'r hyfforddeion allu cyflawni'r canlynol ar lafar, wrth ddarllen ac ysgrifennu:

Datblygu llafaredd a defnydd o'r iaith

- ★ siarad yn rhwydd gyda mesur da o gywirdeb, dangos dealltwriaeth o'r iaith lafar a ddefnyddir mewn sefyllfaoedd cyfarwydd

defnyddio amrywiaeth gynyddol o ymadroddion a phatrymau brawddegol ac amrywio amser a pherson y ferf yn gywir

gwrando'n ofalus ar gyfraniadau eraill, holi a chynnig sylwadau perthnasol

cyfrannu mewn trafodaethau ar destunau amrywiol, mynegi barn, cytuno ac anghytuno a rhoi rhesymau i gefnogi'r farn honno

cyflwyno gwybodaeth yn eglur a naturiol

- ★★ siarad yn rhwydd gan ddangos gafael weddol dda ar gystrawen; trafod, holi ac ateb, rhoi sylw manwl i syniadau a chyfrannu mewn modd sy'n ystyried safbwynt eraill

arddangos dealltwriaeth o dafodiaith ac acenion gwahanol ardaloedd

ehangu ymatebion a chynnwys brawddegau cymhleth mewn amrywiaeth o gyd-destunau

defnyddio tystiolaeth i fynegi barn

- ★★★ siarad yn rhwydd ac yn gywir ar y cyfan gan ddangos gafael eithaf sicr ar gystrawen naturiol yr iaith lafar a'i defnyddio mewn ystod eang o gyd-destunau

ymateb yn briodol gan amrywio geirfa a mynegiant yn ôl y cywair ac ennyn diddordeb drwy amrywio mynegiant yn ôl gofynion sefyllfa

cyfrannu i sgwrs yn feddylgar gan ddangos sensitifrwydd a pharch i gyfraniadau eraill

defnyddio tystiolaeth i gefnogi safbwynt wrth fynegi barn

CAM 3: YSTOD

Dylai'r hyfforddeion allu cyflawni ystod eang o dasgau llafar, darllen ac ysgrifennu e.e.

- ★ ymarfer sgwrsio'n ymestynnol gyda chymheiriaid a disgyblion: *defnyddio'r themâu ac adnoddau amrywiol i ddatblygu geirfa, trafod y tasgau a chyflwyno'r cynnwys mewn grwpiau, parau neu'n unigol; gwrando ar eraill yn siarad: arsylwi iaith y dosbarth yn fanwl ar brofiad ysgol, gan nodi unrhyw wahaniaethau tafodieithol a cheisio ymgorffori'r rhain pan yn sgwrsio â disgyblion*

ceisio defnyddio ymadroddion newydd yn gyson i fagu hyder wrth ddod yn siaradwr naturiol

parhau i chwarae gemau, canu ac adrodd gyda chymheiriaid a disgyblion i atgyfnerthu patrymau e.e. *disodli patrymau, creu caneuon a storïau newydd ar y cyd, gyda phartner ac yn unigol*

- ★★ ymarfer chwarae rôl gan barhau i ddatblygu hyder a chywirdeb e.e. *cynnal cyfweiliadau gyda 'sêr y genedl', arfer dweud stori, cyflwyno gwybodaeth ffeithiol yn fwy hyderus*

parhau i ddatblygu ymwybyddiaeth o gywair ar gyfer achlysuron gwahanol, e.e. *gwahodd eraill i'r dosbarth i gyflwyno sgwrs, cynefino ag amrywiaeth o acenion a thafodieithoedd*

ymweld â mannau addysgiadol i ymarfer siarad mewn sefyllfa newydd e.e. *maes Eisteddfod, bore coffi, cylch chwarae, cymdeithas leol, dosbarth Cymraeg arall...*

- ★★★ gwyllo a thrafod clipiau newyddion, eitemau ffeithiol radio a theledu, bod yn ymwybodol o gywair e.e. *creu cyfleoedd i ddadlau gosodiad gyda phartner ac yna cynnal dadl ffurfiol yn y dosbarth, e.e.: Hawl i Holi, etholiad, adroddiad am ddigwyddiad/gêm...*

sgwrsio yn gyson yn yr ystafell ddosbarth a manteisio ar gyfleoedd i siarad gydag athrawon a mentoriaid yn yr ystafell athrawon

cyflwyno deunyddiau a wnaed ar gyfer tasg/ aseiniad e.e. *gwerthusiad o weithgaredd a wnaed ar gyfer yr ysgol, adnodd ail iaith...*



CAM 3: SGILIAU

Darllen, deall a darllen ar goedd

- ★ parhau i ddatblygu mynegiant a hyder cynyddol wrth ddarllen gan ymateb i amrywiaeth o destunau

mynegi barn am gynnwys testunau, cywain gwybodaeth am bynciau penodol

ymchwilio ystod o ffynonellau i ddod o hyd i wybodaeth ar gyfer gwaith personol ac ar gyfer gwaith yn yr ysgol gyda disgyblion

darllen yn ymestynol ac arddangos gwybodaeth am ystod o ddeunydd darllen

- ★★ cyflwyno llyfrau a phrint o bob math yn ystyrlon a hyderus

bras ddarllen i gael bras amcan; dethol a dehongli prif bwyntiau testun

ymateb yn hyderus wrth fynegi barn am destunau ffuglen, cyfeirio at gynnwys yn effeithiol

casglu gwybodaeth o ffynonellau amrywiol a gallu dwyn i gof y prif fanylion pan fo angen hynny

- ★★★ dehongli ystyr testunau amrywiol a'i gyfleu'n eglur i eraill

arddangos dealltwriaeth o amrywiaeth gynyddol o destunau a gyfer plant ac ar lefel bersonol

dehongli a throsglwyddo gwybodaeth am ddisgyblion, o gofnodion a chynlluniau gwaith yn y dosbarth/yr ysgol a thynnu casgliadau o'r hyn a ddarllenir

mynegi barn ar destunau gan gyfeirio at gynnwys, themâu ac agweddau ar iaith

crynhof gwybodaeth o destunau a ddarllenwyd a'i throsglwyddo'n hyderus ar lafar neu yn ysgrifenedig yn ôl y galw

CAM 3: YSTOD

- ★ ymarfer darllen amrywiaeth o storïau, cerddi a deunyddiau ffeithiol ar goedd i gymheiriaid a disgyblion

cynnal rhaglen ddarllen bersonol, cadw cofnod o'r holl ddeunyddiau a ddarllenir a pharhau i archwilio deunyddiau; bod yn ymwybodol o'r adnoddau sydd ar gael i gynorthwyo darllenwyr brwd, e.e. *Gwales.com: Catalog Llyfrau Plant, taflenni, poster adolygiadau a deunyddiau'r Cyngor Llyfrau ar gyfer dysgwyr ayb*

darllen a deall cyfarwyddiadau ar gyfer profiad ysgol a'r wybodaeth a ddarperir ar gychwyn cyfnod yn yr ysgol

- ★★ mwynhau darllen i blant a chael blas wrth actio/dramateiddio a dod ag ystyr print yn fyw i ddisgyblion

cyflwyno ymarferion i ddod o hyd i brif bwyntiau testun trwy fras ddarllen

mwynhau trafod cynnwys llyfr/cerdd/nofel e.e. *cyfeirio at brif syniad y testun, plot, prif gymeriadau, lleoliadau...*

trosglwyddo'r awydd i ddarllen i ddisgyblion trwy arddangos brwdfrydedd a datblygu'r gallu i greu cyflwyniadau bywiog

- ★★★ archwilio a dod yn hollol gyfarwydd â thestunau addas ar gyfer disgyblion sy'n dysgu'r Gymraeg fel ail iaith ar hyd yr ystod oedran

archwilio ac ymglyfarwyddo â'r canllawiau ffurfiol yn y sefydliad a chynnwys dogfennau addysgu Cymraeg fel ail iaith a'r Cwricwlwm Cymreig

parhau i ddatblygu ac ymarfer sgiliau darllen ac ehangu'r deunydd a ddarllenir yn y dyfodol e.e. *ar gyfer disgyblion, ar lefel bersonol o fewn byd addysg ac er mwyn pleser a mwynhad*



CAM 3 : SGILIAU

Ysgrifennu ar gyfer amrywiaeth o bwrpasau

- ★ ysgrifennu ar gyfer amrywiaeth o sefyllfaoedd gan ddethol geiriau ac ymadroddion yn bwrpasol

dechrau creu effeithiau wrth ysgrifennu

arddangos gafael ar ffurf a dilyniant a datblygu hyder wrth fynegi barn a chynnig rhesymau

ysgrifennu'n gydlynys gydag atalnodi priodol

sillafu, atalnodi a pharagraffu'n ofalus ac eithaf cywir

defnyddio cystrawennau ac ymadroddion gan ddangos y gallu i ymestyn, gwella a chywiro ysgrifennu personol a dychmygus

- ★★ ysgrifennu mewn ymateb i amrywiaeth eang o gyd-destunau cymdeithasol, galwedigaethol a dychmygus

defnyddio geirfa a therminoleg briodol, ymestyn a chywiro wrth ysgrifennu; atalnodi a pharagraffu i arddangos trefn a chywirdeb

defnyddio iaith yn fwriadol i fanylu ar brofiadau, digwyddiadau ac i gofnodi, a chefnogi barn

arddangos gafael eithaf sicr ar gystrawen a sicrhau bod naws Gymraeg i'r gwaith gan ddefnyddio priod-ddulliau

- ★★★ cynnal diddordeb y darlennydd drwy ddewis geirfa, ymadroddion a chystrawennau wrth datblygu syniadau, disgrifiadau a gweithgareddau ar gyfer amrywiaeth o bwrpasau

cynhyrchu testun clir, trefnus a strwythuredig gyda gafael eithaf ar gystrawen gywir ac idiom naturiol Gymraeg a chyflwyno'r gwaith yn effeithiol gyda diwyg safonol

CAM 3 : YSTOD

- ★ cwblhau tasgau ysgrifenedig ar gyfer y dosbarth ac aseiniadau gyda diwyg priodol, *e.e. creu tasgau i ddisgyblion, storïau, eitemau ar gyfer cylchgrawn, adolygiad o raglen, llythyr i ddatgan diolch, estyn gwahoddiad...*

creu taflenni gwybodaeth, *e.e. hysbysebu'r ardal leol, llenwi ffurflen fanwl, rhannu gwybodaeth am yr amgylchedd, paratoi gwers ail iaith, creu adroddiad neu werthusiad gwers a gyflwynir ar brofiad ysgol, llythyr ar gyfer rhieni yn sôn am ymweliad...*

llunio erthyglau i gylchgrawn, disgrifio ymweliadau ag ysgol ar gyfer profiad dysgu, ysgrifennu'n fanwl, *e.e. rhestru'r adnoddau sydd ar gael, y cyfleusterau ar gyfer addysgu'n drawsgwricwlaidd yn y dosbarth...*

datblygu sgiliau ail ddrafftio i wella'r ysgrifennu

- ★★ ysgrifennu ar gyfer profiad dysgu, *e.e. cynllunio gwers, gwerthuso perfformiad, adroddiad, hunan asesiad, gosod targedau...*

talw sylw manwl i gywirdeb iaith wrth baratoi ar gyfer profiad dysgu ac wrth gyflwyno aseiniadau *e.e. sillafu, atalnodi, ffurfiau berfol...*

sicrhau trefn a dilyniant ac ail ddrafftio i wella'r ysgrifennu, talw sylw gofalus i dreiglo, sillafu ac ysgrifennu'n gywir

- ★★★ datblygu ystod o ysgrifennu creadigol personol ar gyfer disgyblion *e.e. mewn ymateb i dasgau ac aseiniadau*

datblygu portffolio o ysgrifennu ar gyfer pwrpasau personol, *e.e. llunio C.V., cynllunio llythyr i ymgeisio am swydd, paratoi nodiadau ar gyfer cyfweliad am swydd...*

parhau i wella technegau marcio gwaith disgyblion a llunio banc o sylwadau cynhaliol iddynt



STEP 3: SKILLS

Trainees should be able to achieve the following orally and when reading and writing:

Developing oracy and use of language

- ★ speak with ease with a good deal of accuracy, showing an understanding of oral language used in familiar situations
 - use an increasing variety of phrases and sentence patterns, varying the tense and person of the verb correctly
 - listen carefully to the contributions of others, ask questions and offer relevant comments
 - contribute in discussions on various topics, express an opinion and give reasons to support that opinion
 - present information clearly and naturally
- ★★ speak with ease showing a fairly good grasp of syntax; discuss, ask and answer questions, paying detailed attention to ideas and contributing in a way which considers other peoples' perspectives
 - display an understanding of dialect and variations of accents in different areas
 - extend responses and include complex sentences in a variety of contexts
 - use evidence to express an opinion
- ★★★ speak with ease and accuracy on the whole demonstrating a fairly secure grasp of the natural syntax and using it in a range of contexts
 - respond appropriately by varying vocabulary and expression according to the tone and create interest by varying expression according to the situation
 - contribute to a conversation thoughtfully showing sensitivity and respect towards other people's contributions
 - use evidence to support a perspective when expressing an opinion

STEP 3: RANGE

Trainees should be able to undertake a range of oral, reading and writing tasks e.g.

- ★ practice extended conversation with peers and pupils: *using the themes and various resources to develop vocabulary, discuss tasks and present the content in groups, in pairs or individually*; listen to others speaking: *observe the language of the class carefully on school experience, noting any differences in dialect and trying to incorporate these in discussions with pupils*
 - try to use new phrases regularly in order to develop confidence whilst becoming a natural speaker
 - continue to play games, sing and recite with peers and pupils to reinforce patterns *e.e. replacing patterns, constructing new songs and stories collectively, with a partner and individually*
- ★★ practice role play whilst continuing to develop confidence and accuracy *e.g. conduct interviews with the 'stars of the nation', story telling, presenting factual information more confidently*
 - continue to develop an awareness of tone for different occasions, *e.g. inviting others to the class to give a talk or presentation, become familiar with a range of accents and dialects*
 - visit educational sites to practice speaking in a new situation *e.g. Eisteddfod field, coffee mornings, play group, local society, another Welsh class ...*
- ★★★ watch and discuss news clips, factual items on radio and television, being aware of tone *e.g. creating opportunities to debate a statement with a partner and then hold a formal debate in class, e.g.: Hawl i Holi, election, report on an event/ match...*
 - converse regularly in the classroom and take advantage of opportunities to speak with teachers and mentors in the staff room
 - introduce materials created for a task / assignment *e.g. an evaluation of an activity prepared for school, second language resource...*



STEP 3: SKILLS

Reading, understanding and reading aloud

- ★ continue to develop expression and increased confidence when reading whilst responding to a variety of texts
 - express an opinion on the content of texts, gather information on specific topics
 - research a range of sources to get hold of information for personal work and for work in school with pupils
 - read extensively and display a knowledge of a range of reading materials

- ★★ introduce books and all kinds of print meaningfully and confidently
 - scan to gain a rough idea of content; select and interpret the main points of the text
 - respond confidently whilst expressing an opinion on fictional text, refer to the content effectively
 - collect information from a variety of sources and be able to remember the main details when needed

- ★★★ interpret the meaning of a variety of texts and communicate it clearly to others
 - display an understanding of an increasing variety of texts for children and on a personal level
 - interpret and transfer information about pupils, from records and work schemes in the class/school and draw conclusions from what is read
 - express an opinion on texts by referring to the content, themes and aspects of the language
 - summarise information from reading texts and transfer it confidently orally or in writing according to need

STEP 3: RANGE

- ★ practice reading aloud a variety of stories, poems and factual material to peers and pupils
 - maintain a personal reading programme, keep a record of all the materials read and continue to explore materials; be aware of the resources available to help enthusiastic readers, e.g. *Gwales.com: Catalog Llyfrau Plant, leaflets, posters, reviews and materials from the Book Council for learners etc*
 - read and understand instructions for school experience and the information provided at the beginning of a period in school*

- ★★ enjoy reading to children, acting/dramatizing and bringing the meaning of print alive for pupils
 - introduce tasks to find the main points of text by scanning
 - enjoy discussing the content of a book/poem/novel e.g. *referring to the main idea of the text, plot, main characters, location...*
 - transfer the desire to read to pupils by showing enthusiasm and developing the ability to create vibrant presentations

- ★★★ explore and become completely familiar with texts which are suitable for pupils who are learning Welsh as a second language across the whole age range
 - explore and familiarise with the formal guidelines in the institution and the content of documents for teaching Welsh as a second language and the Cwricwlwm Cymreig
 - continue to develop and practice reading skills and extend the material to be read in future e.g. *for pupils, on a personal level within an educational context and for pleasure and enjoyment*



STEP 3 : SKILLS

Writing for a variety of purposes

- ★ writing for a range of purposes and situations, selecting words and phrases purposely

begin to create effects when writing

display a grasp of form and progression and develop confidence when expressing an opinion and offering reasons

writing coherently with appropriate punctuation

spell, punctuate and write carefully and quite correctly in paragraphs

use syntax and phrases showing the ability to extend, improve and correct personal and imaginative writing

- ★★ write in response to a wide variety of social, vocational and imaginative contexts

use appropriate vocabulary and terminology, expand upon and correct written work, punctuate and use paragraphs to demonstrate order and accuracy

use language purposefully to detail experiences, events and record and support opinion

display a fairly firm grasp of syntax and ensure that there is a Welsh feel to the work by using idioms

- ★★★ maintain the interest of the reader by selecting vocabulary, phrases and syntax when developing ideas, descriptions and activities for a variety of purposes

produce clear, orderly and structured text with a good grasp of correct syntax and natural Welsh idioms and presenting the work effectively with a creditable format

STEP 3 : RANGE

- ★ complete written tasks for the class and assignments in an appropriate manner, *e.g. constructing tasks for pupils, stories, items for a magazine, reviewing a programme, letter expressing thanks, sending an invitation...*

construct information leaflets, *e.g. advertising the local area, detailed form filling, sharing information about the environment, preparing a second language lesson, compiling a report or an evaluation of a lesson given on school experience, a letter for parents about a visit...*

compile articles for a magazine, describe visits to a school for teaching experience, writing in detail, *e.g. listing resources available, facilities for cross-curricular teaching in the class...*

develop re-drafting skills to improve writing

- ★★ writing for teaching experience, *e.g. planning a lesson, evaluating performance, a report, self-assessment, setting targets...*

pay detailed attention to language accuracy when preparing for teaching experience and when introducing tasks *e.g. spelling, punctuation, verb forms...*

ensure order and progression and re-draft in order to improve writing, paying careful attention to mutation, spelling and accuracy

- ★★★ develop a range of personal creative writing for pupils *e.g. in response to tasks and assignments*

develop a portfolio of written work for personal purposes, *e.g. compiling a C.V., writing a letter applying for a job, preparing notes for a job interview...*

continue to improve techniques for marking pupils' work and compiling a bank of supportive comments for them

Prifysgol: _____

Cwrs: _____

Enw: _____



Portfolio Cynllun Colegau Cymru

Cwrs BA (Addysg)

Portffolio Cynllun Colegau Cymru - BA (Addysg)



Rydym yn asesu portffolios bob blwyddyn ac mae disgwyl i chi gyflwyno gwaith ym mhob un o'r pedair adran ar gyfer pob un o'r tair blynedd y byddwch yn astudio ar y cwrs BA Addysg. Portfolios are assessed each year and you are expected to submit work for each of the following four sections for each year of your three year degree course.

1. Methodoleg Addysgu Ail Iaith— Methodology of teaching a second language

Mae'r adran hon yn cynnwys tair eifen ofynnol ar gyfer pob blwyddyn. Nid oes disgwyl eich bod wedi dysgu'r cynllun gwers mewn ysgol.

This section contains three mandatory element for each year of study. It is not expected that the lesson plan will be taught in school.

Blwyddyn Astudio - Year of study	Dyddiad Cwblhau Completion Date	Asesiad/adborth Tiwtor Tutor assessment/feedback
BLWYDDYN 1 - YEAR 1		
Cynllun Gwers—Lesson Plan		
Enghraifft o adnodd (an example of a resource)		
Gwerthusiad o wers (Lesson evaluation)		
BLWYDDYN 2 - YEAR 2		
Cynllun Gwers		
Enghraifft o adnodd		
Gwerthusiad o wers		
BLWYDDYN 3 - YEAR 3		
Cynllun Gwers		
Enghraifft o adnodd		
Gwerthusiad o wers		

2. Darllen - Reading

Bydd disgwyl i chi ddewis un llyfr addas ar gyfer ail iaith ar gyfer pob blwyddyn. Bydd yr ystod yn cynnwys llyfrau addas i ail iaith o'r Cyfnod Sylfaen hyd at Gyfnod Allweddol 2. You are expected to choose one book suitable for second language for each year. The range includes books suitable for second language from the Foundation Phase to Key Stage 2

Bl - Year	Teitl y Llyfr - Book Title	Asesiad/adborth Tiwtor Tutor assessment/feedback
Bl 1—Yr 1		
Bl 2—Yr 2		
Bl 3—Yr 3		

3. Llafar - Oracy

Bydd angen i chi ddewis un enghraifft wahanol ar gyfer pob blwyddyn o'r rhestr islaw: You will need to choose one different example from the following list for each year of study:

- Chwarae rôl - role play
- Cynnal sgwrs - conversation task
- Cyfweiliad - interview
- Cyflwyno adroddiad tywydd - introduce a weather report
- Sioe ffasiynau - fashion show
- Sylwebaeth (e.e ar daith bws) - commentary (i.e. a bus tour)
- Hysbyseb radio - radio advertisement
- arall - other
- cyfweiliad - interview
- Siop deithio - travel agent

Blwyddyn -	Manylion y dasg - Task details	Asesiad/adborth Tiwtor Tutor assessment/feedback
Bl 1—Yr 1		
Bl 2—Yr 2		
Bl 3—Yr 3		

4. Ysgrifennu - Writing

Bydd angen i chi ddewis tair enghraifft wahanol ar gyfer pob blwyddyn o'r rhestr islaw: You will need to choose one different example from the following list for each year of study:

- llythyr - letter
- dyddiadur - diary
- disgrifiad - description
- deialog - dialogue
- holiadur - questionnaire
- pamfflied - pamphlet
- poster - poster
- cerdyn post - post card
- hysbysebïad - advert
- gwahoddiad - invitation
- arall - other

Blwyddyn -	Manylion y dasg - Task details	Asesiad/adborth Tiwtor Tutor assessment/feedback
Bl 1—Yr 1	TASG 1:	
	TASG 2:	
	TASG 3:	
Bl 2—Yr 2	TASG 1:	
	TASG 2:	
	TASG 3:	
Bl 3—Yr 3	TASG 1:	
	TASG 2:	
	TASG 3:	

Prifysgol: _____

Cwrs: _____

Enw: _____



Portfolio Cynllun Colegau Cymru

Cwrs TAR

Portffolio Cynllun Colegau Cymru - TAR



Rydym yn asesu portffolios ar ddiwedd blwyddyn astudio'r cwrs Tystysgrif Addysg i Raddedigion (TAR) ac mae disgwyl i chi gyflwyno gwaith ym mhob un o'r pedair adran isod o fewn y flwyddyn astudio. Portffolios are assessed at the end of the Postgraduate Certificate in Education (PGCE) year and you are expected to submit work for each of the following four sections within the year of study.

1. Methodoleg Addysgu Ail iaith— Methodology of teaching a second language

Mae'r adran hon yn cynnwys tair elfen ofynnol. Nid oes disgwyl eich bod wedi dysgu'r cynllun gwers mewn ysgol.

This section contains three mandatory elements. It is not expected that the lesson plan will be taught in school.

Blwyddyn Astudio - Year of study	Dyddiad Cwblhau Completion Date	Asesiad/adborth Tiwtor Tutor assessment/feedback
TAR - PGCE		
Cynllun Gwers—Lesson Plan		
Enghraifft o adnodd (an example of a resource)		
Gwerthusiad o wers (Lesson evaluation)		

2. Darllen - Reading

Bydd disgwyl i chi ddewis un llyfr addas ar gyfer ail iaith ar gyfer pob blwyddyn. Bydd yr ystod yn cynnwys llyfrau addas i ail iaith o'r Cyfnod Sylfaen hyd at Gyfnod Allweddol 2. You are expected to choose one book suitable for second language for each year. The range includes books suitable for second language from the Foundation Phase to Key Stage 2

Teitl y Llyfr - Book Title	Asesiad/adborth Tiwtor Tutor assessment/feedback
TAR - PGCE	

3. Llafar - Oracy

Bydd angen i chi ddewis un enghraifft o'r rhestr islaw: You will need to choose one example from the following list:

- Chwarae rôl - role play
- Cynnal sgwrs - conversation task
- Cyfweliad - interview
- Cyflwyno adroddiad tywydd - introduce a weather report
- Sioe ffasiynau - fashion show
- Sylwebaeth (e.e ar daith bws) - commentary (i.e. a bus tour)
- Hysbyseb radio - radio advertisement
- arall - other
- cyfweliad - interview
- Slop deithio - travel agent

Blwyddyn - Year	Manylion y dasg - Task details	Asesiad/adborth Tiwtor Tutor assessment/feedback
TAR - PGCE		

4. Ysgrifennu - Writing

Bydd angen i chi ddewis tair enghraifft wahanol o'r rhestr islaw: You will need to choose three different examples from the following list:

- llythyr - letter
- dyddiadur - diary
- disgrifiad - description
- deialog - dialogue
- holiadur - questionnaire
- pamffled - pamphlet
- poster - poster
- cerdyn post - post card
- hysbysebiad - advert
- gwahoddiad - invitation
- arall - other

Blwyddyn - Year	Manylion y dasg - Task details	Asesiad/adborth Tiwtor Tutor assessment/feedback
TAR - PGCE	TASG 1 (TASK 1):	
	TASG 2 (TASK 2):	
	TASG 3: (TASK 3):	



Cynllun
Colegau
Cymru



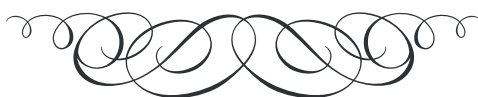
Coleg
Cymraeg
Cenedlaethol

Ardystir drwy hyn i

Enw'r hyfforddai

**Enw'r Ganolfan Hyfforddiant
Cychwynnol i Athrawon**

gŵblhau Cam 3 ar Gynllun Colegau Cymru*



Hefin Jones

*Dr Hefin Jones
Deon y Coleg*

Ioan Matthews

*Dr Ioan Matthews
Prif Weithredwr*

Haf 2014